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ABSTRACT

The premise that course material must engage the students' interests if the instruction is to be successful guided this pilot study, which was conducted (1) to test the effectiveness of two instruments designed to determine the reading and media preferences of college freshmen, and (2) to determine the reading and media preferences of freshman English students at George Peabody College for Teachers. The in-class administered questionnaire answered by 23 volunteer subjects consisted of 15 sections concerning students' contacts with magazines and newspapers, their reading of books, their reading preferences and habits, and the books they owned; a take-home questionnaire gave the same students a chance to check the lists of books they remembered reading and owning. The second portion of the study involved a two-week activities log on which 20 students recorded their participation in television and movie viewing; radio, record player, and tape player listening; newspaper, magazine or journal, and other kinds of reading; and classwork not involving reading. Results showed that data obtained from the log sheets were more reliable than data obtained from questionnaires. Included are 58 tables of findings and materials related to the two test instruments. (JM)

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DETERMINING READING AND MEDIA INTERESTS: A STUDY OF THE READING AND MEDIA PREFERENCES OF SELECTED STUDENTS ENROLLED IN FRESHMAN ENGLISH AT GEORGE PEABODY COLLEGE FOR TEACHERS, SPRING 1973

by

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George Peabody College for Teachers

Nashville, Tennessee

May, 1973

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INTRODUCTION

This independent research project was a pilot study conducted (1) to test the effectiveness of two instruments which were designed to be used together to determine the reading and media preferences of college freshmen and (2) to determine the reading and media preferences of a group of students enrolled in Freshman English (English 101B) at George Peabody College for Teachers during the Spring Semester of 1973.

The report is divided into two chapters. The first chapter presents the analyses and tables of data obtained from the use of a questionaire entitled "Survey of Reading Interests of Students Enrolled in Freshman English 101B, George Peabody College for Teachers, Spring 1973." The second chapter presents the analyses and tables of data from the use of a second instrument consisting of fourteen "Activities Log Sheets" and the accompanying "Instructions for Student Activities Survey Participants." The findings and effectiveness of each section of these two instruments are analyzed, and recommendations for improvements and refinements are discussed.

Other parts of the report include appendices and a bibliography. The appendices contain examples of the

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instruments used in the study in the form in which they were used. The bibliography consists of collateral readings in the area of determination of reading interests, particularly on the college level. The bibliography consists not only of sources cited in this report, but also sources which were read in preparation for this study.

This study was conducted under the premise that course material must engage the students' interests if the instruction is to be successful. This means not only must the reading material engage the students' interests but that the other media used as a part of the course instruction must also engage the students' interests. The purpose of this study was to test the effectiveness of two instruments which could be used together to determine reading and media preferences.

These two instruments were designed not only to collect data which the instructor could collect, analyze and use in planning the course, but they also provide a valuable learning experience for the students. The questionaires and the activities logs help the students to obtain a more objective view of their actual reading and media preferences and stimulate them to think about their reading and media encounters more seriously.

The students participating in this study were all volunteers from my Freshman English 101B class at George Peabody College for Teachers during the Spring Semester of 1973. Participation was entirely voluntary and did not

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affect the students' grades in the course in any manner. Since the primary purpose of this study was not the discovery of new data concerning reading interests, no attempt was made to obtain a random sampling. Any generalizations which might be made from the data would be true only for the sample used and could not be applied to any other group.

The students participating differed widely in several factors. Although most of the students were freshmen, there were two sophomores, one junior and one senior who were members of the class and participated in the study. Although most of the students were in the 18-19 year old category, ages ranged from 17-29 years. The sexes of the students were almost at a two-to-one ratio, with eight males and fifteen females. Majors and minors differed widely and were generally closely associated with professional goals. A large number of the students are preparing for roles as professional educators.

The numbers of participants in the two sections were different due to student absences. Twenty-three students participated in the questionaire portion of the study and twenty students participated in the activities log portion. The following table gives a general description of the participants. Those indicated by an asterisk did not participate in the activities log portion of the study. Since the sex of the students was generally found to be the most significant factor influencing differing

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responses, the tables were constructed showing male, female, and combined male and female responses.

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TABLE 1A

GENERAL DESCRIPTION OF STUDENTS PARTICIPATING IN STUDY

Number*	Sex	Age	ACT English Percentile Score	SAT Verbal Percentile Score	Classification
1	F	18	--	14	Freshman
2	F	18	--	58-72	Freshman
3	F	18	83	--	Freshman
4	F	19	72	--	Freshman
5	F	18	--	14-28	Freshman
6	F	19	61	--	Freshman
7	F	19	--	44-58	Freshman
8	F	19	20	--	Freshman
9	F	18	29	--	Freshman
10	F	19	13	--	Freshman
11	F	29	--	--	Senior
**12	F	18	--	44-58	Freshman
**13	F	18	--	72	Freshman
14	F	18	97	--	Freshman
15	F	19	99	--	Junior
16	M	18	88	--	Freshman
17	M	19	52	--	Freshman
18	M	17	26	--	Freshman
19	M	19	29	--	Freshman
20	M	20	--	--	Freshman
21	M	19	--	82-90	Sophomore
22	M	19	--	90	Freshman
**23	M	20	28	--	Sophomore

*Students identified by number only.

**Indicates students not participating in activities log section of study.

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TABLE 1B

GENERAL DESCRIPTION OF STUDENTS PARTICIPATING IN STUDY

Number*	Major	Minor	Professional Goals
1	Spec.Ed.-Elem.Ed.	None	Spec. Ed. Teacher
2	Spec.Ed.-Elem.Ed.	None	Spec. Ed. Teacher
3	Spec. Ed.	Elem. Ed.	Spec. Ed. Teacher
4	Music	Undecided	Music Teacher
5	Art	Undecided	Artist
6	Spec.Ed.-Elem.Ed.	None	Spec. Ed. Teacher
7	Early Childhood Ed	English	Preschool Teacher
8	Spec.Ed.-Early Childhood Ed.	None	Day Care Teacher
9	Psychology	Sociology	Psychiatrist
10	Early Childhood Ed	Undecided	Preschool Teacher
11	Elem.Ed.	English	Elem. Teacher
**12	Speech Pathology	Spec. Ed.	Speech Therapist
**13	Undecided	Undecided	Undecided
14	Music	Music Ed.- or Drama	Music Teacher
15	Spec.Ed.-Elem.Ed.	None	Speech and Hearing Therapist
16	English	Psychology	Psychology, Law or Broadcasting
17	Philosophy	English	Journalist or Actor
18	Music	Undecided	Music Performer
19	Human Behavior	Psychology	Clinical Psychologist
20	History-Political Science	None	Lawyer
21	Music	Undecided	Music Teacher
22	English	Undecided	English Teacher
**23	Philosophy	Political Science	Teach in College

*Students identified by number only.
**Indicates students not participating in activities log section of study.

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CHAPTER I

RESULTS OF SURVEY OF READING INTERESTS

This chapter reports the results of the questionaire portion of the study. On April 4, 1973 nineteen students completed questionaires entitled "Survey of Reading Interests of Students Enrolled in Freshman English 101B, George Peabody College for Teachers, Spring 1973." Four students who were absent from class on that date completed the questionaires on later dates in my office. The twenty-three participants were then given the take-home portion of the questionaire and were asked to complete them and return them to me by April 11, 1973, which was one week later.

The questionaire was not intended to be a finished product. One of the main purposes of the study was to test it to discover its weaknesses. These weaknesses and suggestions for their correction are discussed along with the analyses of the data in the remainder of this chapter.

Section 1

The first three sections of the in-class administered questionaire were designed to explore students' contacts with magazines. The first section asked the students "Do you read magazines regularly at the present time? (Include all journals and periodicals)." If the

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respondents answered the question "yes," they were asked to list those magazines which they read regularly.

Some problems concerning the wording of this section were discovered. In private talks with the students after they had completed the questionaire, several indicated that they read some magazines frequently which they did not list here because the word "regularly" implied to them the reading of every issue, or almost every issue, of that publication. The word "periodicals" prompted two male respondents to list newspapers which they read. These newspapers were not included in the analysis of the responses to this section. In designing this section it was assumed that the students would be able to immediately recall the magazines which they read regularly. Although the respondents gave no indications that they did not recall all the magazines they read regularly, an opportunity to list additional magazines should have been included as a part of the take-home portion of the questionaire.

The responses indicate that most of the students (78.3%, or 18 out of 23) do read magazines regularly. Only three males and two females responded negatively. One of the males responding negatively ranked in the ninetieth percentile on the verbal section of the SAT, and one of the females ranked in the ninety-seventh percentile on the English section of the ACT. An area for further investigation would be the search for reasons why some students do not read magazines regularly.

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The numbers of magazines read regularly ranged from "0" for the five who indicated they did not read magazines regularly to "8" for one respondent. The mean number of magazines read regularly by the males was 1.5; the mean number for the females was 3.2; and the mean number for the males and females was 2.6.

The respondents listed the titles of thirty-one different magazines which they read regularly. The title listed most frequently was Time, which was listed by eight respondents. The second most frequently read titles were Exceptional Children and Newsweek, which were each listed four times. There was a definite difference in the magazines read by females and those read by males. Eleven of the magazines listed by the females are generally considered women's magazines, such as Bride, Ladies' Home Journal, and Vogue. Several of the titles listed indicate the professional interests of the students; the two who listed Clavier are both music majors; the four who listed Exceptional Children are special education majors. At least nineteen of the titles are available at special student rates and order cards listing these are widely distributed on the college campus. The two females who listed Life evidently were not aware that publication of Life ceased in the latter part of 1972. They also indicated that they subscribed to Life. Possibly they meant that they subscribed to Life and read it regularly up until the time its publication was terminated. One female

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indicated reading Saturday Review regularly. She may or may not have realized that Saturday Review is now being published as four different magazines: Saturday Review of the Arts, Saturday Review of Education, Saturday Review of the Sciences, and Saturday Review of the Society.

The following tables indicate the responses of the twenty-three students to the first section of the questionaire.

TABLE 2

DO YOU READ MAGAZINES REGULARLY AT THE PRESENT TIME?

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Response	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
No	3	37.5	2	13.3	5	21.7
Yes	5	62.5	13	86.7	18	78.3

TABLE 3

NUMBER OF MAGAZINES READ REGULARLY

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Number of Magazines	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	3	37.5	2	13.3	5	21.7
1	1	12.5	2	13.3	3	13.04
2	2	25	---	---	2	8.7
3	1	12.5	6	40	7	30.4
4	1	12.5	2	13	3	13.04
5	---	---	---	---	---	---
6	---	---	2	13	2	8.7
7	---	---	---	---	---	---
8	---	---	1	6.7	1	4.3

TABLE 4

MAGAZINES READ REGULARLY

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Titles	Males (8)	Females (15)	Total (23)
ACEI Journal	--	1	1
Billboard	1	--	1
Bride	--	2	2
Broadcasting	1	--	1
Clavier	1	1	2
Cosmopolitan	--	3	3
Exceptional Children	--	4	4
Glamour	--	2	2
Good Housekeeping	--	1	1
Harper's	1	--	1
Ladies' Home Journal	--	2	2
Life	--	2	2
Mademoiselle	--	1	1
The Militant	1	--	1
Ms.	--	1	1
McCalls	--	1	1
National Geographic	--	1	1
National Lampoon	1	--	1
Newsweek	--	4	4
Oui	1	--	1
Plain Truth	--	1	1
Playboy	1	1	2
Psychology Today	1	2	3
Readers' Digest	1	2	3
Redbook	--	2	2
Saturday Review	--	1	1
Saturday Review of the Arts	1	--	1
Seventeen	--	3	3
Teaching Exceptional Children	--	1	1
Time	1	7	8
Vogue	--	1	1
Total Numbers of Magazines Read Regularly	12	47	59

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Section 2

The second section of the questionaire asked "Do you subscribe to any magazines at the present time? (Include publications you receive as a result of being a member of any clubs or organizations)." If the students responded affirmatively, they were asked to list those publications to which they subscribe.

The only difficulty that was discovered in the wording of this section was the word "subscribe." The wording could be changed to "Do you receive any magazines at the present time?". Even if the wording were to be changed, the statement in parentheses "Include publications you receive as a result of being a member of any clubs or organizations" would still be necessary to insure that the respondents listed these types of periodicals as well as the ones they receive by regular subscription.

Responses to this section indicated at least three areas for future research: (1) why students subscribe to magazines; (2) why certain students subscribe to certain magazines; (3) why some students do not subscribe to magazines; and (4) why some students subscribe to or receive magazines they do not read. Again in designing this section of the questionaire it was assumed that the students would be able to immediately recall the titles of the magazines to which they subscribed. Possibly this assumption was false and in that case an opportunity to list additional titles should have been included as a part of

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the take-home portion of the questionaire.

The responses indicate that most of the students (73.9%, or 17 out of 23) do subscribe to magazines at the present time. Three males and four females responded negatively. The numbers of magazines to which the students subscribed ranged from "0" for six students (three males and three females) to "5" for one student (male). The mean number of magazines to which males subscribed was 1.25; the mean number for females was 1.27; and the mean number for the males and females was 1.26.

The respondents listed the titles of twenty-one different magazines to which they subscribe at the present time. The students who listed London Calling and Ebony indicated that even though they subscribed to these magazines, they did not read them regularly. Those magazines which were read regularly, but were not received by subscription were Bride, Glamour, Good Housekeeping, Ladies' Home Journal, Mademoiselle, The Militant, McCalls, National Lampoon, Oui, Plain Truth, and Vogue. Seven of these titles were women's magazines.

The responses of the participating students to the second section of the questionaire are indicated in the following tables.

TABLE 5

DO YOU SUBSCRIBE TO ANY MAGAZINES AT THE PRESENT TIME?

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Response	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
No	3	37.5	3	20	6	26.08
Yes	5	62.5	12	80	17	73.9

TABLE 6

NUMBER OF MAGAZINES SUBSCRIBED TO

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Number of Magazines	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	3	37.5	3	20	6	26.08
1	3	37.5	6	40	9	39.1
2	1	12.5	5	33.3	6	26.08
3	---	---	1	6.7	1	4.3
4	---	---	---	---	---	---
5	1	12.5	---	---	1	4.3

TABLE 7

MAGAZINES SUBSCRIBED TO BY PARTICIPANTS

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Titles	Males (8)	Females (15)	Total (23)
ACEI Journal	--	1	1
Billboard	1	--	1
Broadcasting	1	--	1
Clavier	1	1	2
Cosmopolitan	--	1	1
Ebony	1	--	1
Exceptional Children	--	3	3
Harper's	1	--	1
Life	--	1	1
London Calling	1	--	1
Ms.	--	1	1
National Geographic	1	--	1
Newsweek	--	1	1
Playboy	--	1	1
Psychology Today	1	2	3
Readers' Digest	--	2	2
Redbook	--	1	1
Saturday Review of the Arts	1	--	1
Seventeen	--	2	2
Teaching Exceptional Children	--	1	1
Time	1	1	2
Total Number of Magazine Subscriptions	10	19	29

Section 3

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Section three of the questionaire asked "Do you subscribe to all the periodicals you read?" If the students responded negatively, they were asked "If 'no' where do you obtain them to read? (library, newsstand, home, friends, etc.)."

Section three was designed with the intention of discovering the sources of the magazines listed in section one which were not listed as being received by subscription in section two. These sources were discovered, but some unexpected information was also revealed. Twenty-two (95.7%) of the twenty-three respondents (including those who indicated that they did not read magazines regularly and did not subscribe to any magazines) listed sources where they obtained magazines to read. This indicates that all but one of the students did read magazines, even if they did not read them regularly. The numbers and titles of these occasionally read magazines were not indicated, but this would be another area to explore either in personal interviews or in another section on the questionaire. Section three was designed for those who read magazines and should have stipulated that it was to be completed only by those persons who read magazines, since a person who does not read magazines cannot logically answer the question "Do you subscribe to all the periodicals you read?" with a "yes" or "no" answer.

Another possible difficulty in this section was

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the listing of sources of periodicals which the respondents read but did not receive by subscription. The wording for this part of section three was as follows: "If 'no' where do you obtain them to read? (library, newsstand, home, friends, etc.)." These sources seemed to be the most likely ones and were listed to remind the students that these were possible sources. For this reason the possible sources listed may have biased the answers.

There were noticeable differences in the responses given by the males and the females. The largest sources of magazines listed by the males were "libraries" (50% of the males) and "home" (also listed by 50% of the males). The largest source listed by females was "friends" (73.3% of the females). This compares with 37.5% of the males who listed "friends." Another difference was in the listing of "dormitory lounges" as a source. This source was listed by 37.5% of the males and by 6.7% of the females. There were three sources listed by the students which were not listed as possible sources in the questionaire. These were "dorm lounge," "waiting rooms," and "work."

The tabulations of the responses to this section are shown in the tables below.

TABLE 8

SOURCES OF MAGAZINES READ

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Source	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Library	4	50	5	33.3	9	39.1
Newsstand	2	25	4	26.7	6	26.08
Home	4	50	7	46.7	11	47.8
Friends	3	37.5	11	73.3	14	60.9
Dorm Lounge	3	37.5	1	6.7	4	17.4
Waiting Rooms	1	12.5	--	--	1	4.3
Work	1	12.5	--	--	1	4.3

Section 4

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The fourth section of the questionaire was designed to probe the students' reading of newspapers. The first part of this section asked "Do you read newspapers?" Since this question did not include the word "regularly" the results probably reflect affirmative answers for both occasional and regular newspaper readers. A small amount of further probing could be used to determine more exactly the nature of their newspaper reading. The responses to this part of section four revealed that 87.5% of the males and 86.7% of the females indicated they read newspapers. This was 86.95% of the entire group (twenty out of twenty-three). Only one male and two females indicated they did not read newspapers.

The second part of this section was found to be ambiguous by several students. It asked "If 'yes,' how many do you read during a typical week?" This ambiguity was pointed out by a student while he was completing the questionaire. He was not certain whether the question was asking for the number of issues of newspapers or the number of different newspaper titles read. The question was designed to determine the number of issues of newspapers read during a typical week. This clarification was made in class while students were completing the questionaires. If the questionaire is to be used in the future, a question pertaining to the different newspaper titles read might easily be included.

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The numbers of newspapers read per week ranged from "0" for the one male and two females who had reported they did not read newspapers to "24" for one of the male respondents. Four (50%) of the males read one newspaper per week, with the other responses of the males ranging from "0" to "24." Four (26.7%) of the females read one newspaper per week, and another 26.7% read two newspapers per week. The other responses of the females ranged from "0" to "7."

The answers to the final part of this section may have been biased by the listing of possible sources of newspapers. This part read as follows: "Where do you obtain them to read? (Delivery boy, mail subscription, newsstand, home friends, etc.)." One large source of newspapers on the college campus, coin-operated boxes, was not included as one of the sources. The students were instructed to include this source under the "newsstand" category. The respondents listed three sources in addition to those listed on the questionaire. These were "dormitory," "library," and "work." The source listed most by the males was "dormitory," which was listed by three males (37.5%), and the source listed most by the females was "newsstand," which was listed by six females (40%).

Following are tables showing student responses to the three parts of section four of the questionaire.

TABLE 9

DO YOU READ NEWSPAPERS?

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Response	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
No	1	12.5	2	13.3	3	13.04
Yes	7	87.5	13	86.7	20	86.95

TABLE 10

NUMBER OF NEWSPAPERS READ DURING A TYPICAL WEEK

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Number of Newspapers	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	1	12.5	2	13.3	3	13.04
1	4	50	4	26.7	8	34.8
2	---	---	4	26.7	4	17.4
3	---	---	2	13.3	2	---
4	---	---	---	---	---	---
5	1	12.5	1	6.7	2	8.7
6	---	---	1	6.7	1	4.3
7	1	12.5	1	6.7	2	8.7
24	1	12.5	---	---	1	4.3

TABLE 11

SOURCES OF NEWSPAPERS READ

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Source	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Delivery Boy	--	--	3	20	3	13.04
Mail Subscription	1	12.5	2	13.3	3	13.04
Newsstand	2	25	6	40	8	34.8
Home	2	25	4	26.7	6	26.08
Friend	2	25	4	26.7	6	26.08
Dorm	3	37.5	1	6.7	4	17.4
Library	1	12.5	--	--	1	4.3
Work	1	12.5	--	--	1	4.3

Section 5

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Sections five, six, seven and eight pertain to the reading of books, excluding coursework, which the students had read since the college year began in Fall 1972. These sections explore the areas of what books had been read, the sources of the books, and the types of the books. The results indicate a wide diversity of titles, sources, and types of books read by the twenty-three respondents.

Section five was in three parts. The first part read as follows: "Have you read any book, hard cover or paperback, since school started in Fall, 1972? (This excludes books read as a part of your courses.) If you've started but not finished a book, that counts too." In response to this question all twenty-three respondents checked "yes." The respondents were not asked to specity whether they finished the books or read only portions of them. This might be included as a part of a revised version of the questionaire.

Part two of this section asked the students who had read books to specify the number of books they had read by checking one of the following categories: "1," "2-5," "6-10," "11-20," and "More than 20." In designing this section, the fact that all the students would not be able to accurately state the amount of the reading and all the titles was taken into consideration. An opportunity for them to list additional titles was provided on a take-home sheet. The results of the take-home sheet will be

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given later in this study. On the in-class questionaire three males indicated they had read 2-5 books, three indicated 11-20 books and two males indicated more than 20 books. Seven females indicated they had read 2-5 books, five indicated 11-20 books, and two indicated more than 20 books. One female did not give an answer. When she was asked about this in a personal conference, she indicated that she had read books but was not certain of the numbers or the titles. She stated that she had read I Never Promised You a Rose Garden by Hannah Green, three books on ghetto children, and an unknown number of books on schizophrenia.

The combined totals for the males and females revealed that ten students (43.5%) indicated that they had read 2-5 books, while eight (34.8%) indicated they had read 11-20 books.

The last part of section five directed the students to list the books they had read during the college year since Fall 1972, excluding books they had read as a part of their courses. The instructions read as follows: "List as many of the titles and authors as you can remember. If you can't recall some titles specifically, identify the types of books for those you cannot recall (for example, 'five mystery books')."

The numbers of titles listed tended to be in the same number ranges or slightly lower than the numbers of books reported as being read in part two of this section.

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This was expected. Only one respondent listed more titles than the number of books she reported that she had read, while eleven listed fewer book titles and eleven listed numbers of book titles within the same number ranges of books reported as being read.

The students listed 128 different book titles as being read since Fall 1972. Only six of the titles were listed more than once. Of these titles seventy-seven were listed by males and fifty-nine by females. Even though there were fewer males in the study 61.1% of the titles were reported by males, while 46.1% of the titles were reported by females. The reason these two figures total more than 100% is because six of the titles were listed by both males and females. The mean numbers of titles listed were 9.6 for the males and 4.5 for the females, even though the females outnumbered the males almost two-to-one (15-8) among the twenty-three students surveyed.

Fiction titles only slightly outnumbered nonfiction titles reported. There were sixty-three (49.2%) different fiction titles reported and sixty (46.9%) nonfiction titles reported. Students reported only three poetry titles (2.3%) and two drama titles (1.6%). Although no effort was made to obtain exact statistics concerning the publication dates of the titles listed, it is fairly evident from looking over the list that most of them were published since 1950. Notable among those published before 1950 include the following: from the nineteenth century, the four books by

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Pierre Teilhard De Chardin, the three novels by Thomas Hardy, and Huckleberry Finn by Mark Twain; in 1901, Little Angel and Other Stories by Leonid N. Andreyev; from the 1920's Main Street by Sinclair Lewis and Winnie the Pooh by A. A. Milne; from the 1930's Revolt of the Masses by Ortega y Gasset and the two novels by John Steinbeck, Of Mice and Men and The Grapes of Wrath; and from the 1940's, The Stranger by Albert Camus, Seven Storey Mountain by Thomas Merton, Intruder in the Dust by William Faulkner, and 1984 by George Orwell.

Although any division of books by types is arbitrary, the 123 fiction and nonfiction titles were further divided into eight categories of nonfiction and seven categories of fiction. The nonfiction categories used are: (1) "social sciences," including history, geography, sociology, and anthropology; (2) "psychology," including psychology, popular psychology (or pseudo-psychology), and special education; (3) "natural sciences," including biology and popular science; (4) "philosophy and religion;" (5) "literary criticism;" (6) "music," including popular music; (7) "language;" and (8) "biography," including autobiography. Males listed forty-one (68.3%) of the nonfiction titles, and females listed nineteen (31.7%) of the titles. Nonfiction titles listed by males outnumbered those listed by females in all the nonfiction categories except "natural sciences." The largest difference was in the "social sciences" category where males listed eight

(80%) of the ten titles listed.

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The fiction categories used are: (1) "children's fiction;" (2) "fantasy;" (3) "science fiction;" (4) "historical fiction;" (5) "short stories;" (6) "classics," including modern classics; and (7) "other fiction," which includes mainly popular books of the present and the recent past. Females listed thirty-seven (58.7%) of the fiction titles, and males listed thirty-four (53.97%) of the fiction titles. These two figures total over 100% because six titles were listed by both males and females. Fiction titles listed by females outnumbered those listed by males in the categories of "children's fiction," "historical fiction," "short stories," and "other fiction." Males dominated the categories of "fantasy," "science fiction," and "classics." The largest differences were in the categories of science fiction and other fiction. Males listed eight (80%) of the ten "science fiction" titles, while females listed twenty-six (76.5%) of the "other fiction" titles.

The only titles listed by two or more people were six that could be classified as popular fiction. Two of the titles were listed by three people, one male and two females in each case. These titles were Jonathan Livingston Seagull by Richard Bach and The Word by Irving Wallace. Four of the titles were listed by two people, one male and one female in each case. These four titles were Perelandra by C. S. Lewis, The Other by Tom Tryon, The Godfather by Mario Puzo, and The Exorcist by William

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P. Blatty.

The following tables and list of books show the responses of the students to section five of the questionaire.

TABLE 12

NUMBER OF BOOKS READ SINCE FALL, 1972

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Number of Books	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
1	--	--	--	--	--	--
2-5	3	37.5	7	46.7	10	43.5
6-10	--	--	--	--	--	--
11-20	3	37.5	5	33.3	8	34.8
More than 20	2	25	2	13.3	4	17.4
No Answer	--	--	1	6.7	1	4.3

TABLE 13

NUMBER OF BOOK TITLES LISTED

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Number of Books	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	---	---	1	6.7	1	4.3
1	---	---	4	26.7	4	17.4
2	---	---	1	6.7	1	4.3
3	1	12.5	2	13.3	3	13.04
4	1	12.5	2	13.3	3	13.04
5	1	12.5	1	6.7	2	8.7
6	---	---	1	6.7	1	4.3
7	---	---	---	---	---	---
8	---	---	1	6.7	1	4.3
9	1	12.5	---	---	1	4.3
10	---	---	---	---	---	---
11	---	---	---	---	---	---
12	1	12.5	1	6.7	2	8.7
13	1	12.5	---	---	1	4.3
14	---	---	---	---	---	---
15	1	12.5	---	---	1	4.3
16	1	12.5	1	6.7	2	8.7

TABLE 14

NUMBERS OF FICTION TITLES LISTED

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Type	Males (8)	Females (15)	Total (23)
Children's	---	1	1
Fantasy	1	---	1
Science Fiction	8	2	10
Historical Fiction	1	2	3
Short Stories	---	1	1
Classics	7	5	12
Other	17	26	34 *

* Some titles were listed by both males and females. This figure represents the number of different titles listed.

TABLE 15

NUMBER OF FICTION TYPES LISTED

BEST COPY AVAILABLE

Number	Males (8)	Females (15)	Total (23)
0	2	11	13
1	3	--	3
2	2	3	5
3	1	1	2

TABLE 16

NUMBERS OF NONFICTION TITLES LISTED

BEST COPY AVAILABLE

Type	Males (8)	Females (15)	Total (23)
Social Sciences	8	2	10
Psychology	11	8	19
Natural Sciences	1	3	4
Philosophy and Religion	9	1	10
Literary Criticism	1	---	1
Music	2	---	2
Language	1	---	1
Biography	7	6	13

TABLE 17

NUMBERS OF NONFICTION TYPES LISTED

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Number	Males (8)	Females (15)	Total (23)
0	1	3	4
1	2	6	8
2	5	3	8
3	---	2	2
4	---	1	1

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LIST OF BOOKS READ DURING THE 1972-1973 COLLEGE YEAR, LISTED ON IN-CLASS QUESTIONAIRE

The first number within the parentheses after each author is the number of students who reported reading the book. The next numbers within the parentheses indicate the number of male and female readers, male readers being indicated by "m" and female readers being indicated by "f." Books with asterisks appearing before the titles are available in paperbound editions.

* THE AFRICAN PAST: CHRONICLES FROM ANTIQUITY TO MODERN TIMES, Basil Davidson (1; 1m)

* AFRICA'S SEARCH FOR IDENTITY, Victor C. Ferkiss (1; 1m)

ALL MY FRIENDS ARE GOING TO BE STRANGERS, Larry McMurty (1; 1m)

* APPLE TO THE CORE, Robert D. Schonfeld and Peter McCabe (1; 1f)

* THE ART OF LOVING, Erich Fromm (1; 1f)

THE "BATTERED" CHILD, ed. by Ray E. Helfer and C. Henry Kemp (1; 1f)

* THE BELL JAR, Sylvia Plath (1; 1f)

* BIBLE HISTORY, Ignatius Schuster (1; 1f)

* BIRDS OF AMERICA, Mary McCarthy (1; 1m)

BOB DYLAN, Anthony Scaduto (1; 1m)

* BODY LANGUAGE, Julius Fast (1; 1m)

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* BORED OF THE RINGS OR TOLKEIN REVISITED, Harvard Lampoon (1; lm)

* BUILDING THE EARTH, Pierre Teilhard De Chardin (1; lm)

* CEREBRAL PALSY, Daniel Boone (1; lf)

* CHARLIE CHAPLIN, Theodore Huff (1; lf)

* CLINICAL PSYCHOLOGY, Ivan N. Mensh (1; lm)

CONNECTICUTT POETS (1; lf)

* THE CRYSTAL CAVE, Mary Stewart (1; lf)

* THE DAY OF THE JACKAL, Frederick Forsyth (1; lm)

* DEATH AT AN EARLY AGE, Jonathan Kozol (1; lf)

* A DEATH IN THE FAMILY, James Agee (1; lm)

* DELIVERANCE, James Dickey (1; lf)

* DEMIAN, Hermann Hesse (1; lm)

DIANA, R. F. Delderfield (1; lf)

* THE DRIFTERS, James A. Mitchner (1; lf)

EDWARD MC DOWELL, Lawrence Gilman (1; lm)

* ESSENTIAL WORKS OF ANARCHISM, Marchall Shatz (1; lm)

* ESSENTIAL WORKS OF KARL MARX, David Caute (1; lm)

* THE EXORCIST, William P. Blatty (2; lm, lf)

* FANNY HILL, John Cleland (1; lf)

* FAR FROM THE MADDING CROWD, Thomas Hardy (1; lf)

FIRST THINGS, LAST THINGS, Eric Hoffer (1; lm)

* FLOWERS FOR ALGERNON, Daniel Keyes (1; lf)

* FRANNY AND ZOOEY, J. D. Salinger (1; lf)

* FUTURE SHOCK, Alvin Toffler (2; lm, lf)

THE GENERALS (1; lm)

* GESTALT THERAPY VERBATIM, Frederick S. Perls (1; lf)

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* THE GODFATHER, Mario Puzo (2; 1m, 1f)

* GRAPES OF WRATH, John Steinbeck (1; 1f)

GREAT COMEDIANS (1; 1f)

GYPSY, Kate Seredy (1; 1m)

* THE HOBBIT, J. R. R. Tolkein (1; 1m)

* THE HORSE AND HIS BOY, C. S. Lewis (1; 1m)

* HUCKLEBERRY FINN, Mark Twain (1; 1m)

* HUMAN ENERGY, Pierre Teilhard De Chardin (1; 1m)

* HYMN OF THE UNIVERSE, Pierre Teilhard De Chardin (1; 1m)

* I KNOW WHY THE CAGED BIRD SINGS, Maya Angelon (1; 1f)

* I NEVER PROMISED YOU A ROSE GARDEN, Hannah Green (2; 2f)

I'M O.K.--YOU'RE O.K.: A PRACTICAL GUIDE TO TRANSACTIONAL ANALYSIS, Thomas H. Harris (1; 1f)

* INTRUDER IN THE DUST, William Faulkner (1; 1f)

* JOHN F. KENNEDY, Charles P. Graves (1; 1m)

* JONATHAN LIVINGSTON SEAGULL, Richard Bach (3; 1m, 2f)

* JOURNEY TO THE EAST, Hermann Hesse (1; 1m)

* JUDE THE OBSCURE, Thomas Hardy (1; 1m)

* KAREN, Marie Killilea (1; 1f)

* THE LAST BATTLE, C. S. Lewis (1; 1m)

* LATE GREAT PLANET EARTH, Hal Lidsey (1; 1f)

* LENNON REMEMBERS: THE ROLLING STONE INTERVIEWS, Rolling Stone Editors (1; 1f)

LIKE THE LION'S TOOTH, M. Kellog (1; 1f)

* THE LION, THE WITCH AND THE WARDROBE, C. S. Lewis (1; 1m)

* LISTENING TO AMERICA, Bill Moyers (1; 1f)

LITTLE ANGEL AND OTHER STORIES, Leonid N. Andreyev (1; 1f)

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LITTLE SHEPHERD OF KINGDOM COME, John Fox, Jr. (1; lf)

* LOOK HOMEWARD ANGEL, Thomas Wolfe (1; lf)

* THE MAGICIAN'S NEPHEW, C. S. Lewis (1; lm)

* MAIN STREET, Sinclair Lewis (1; lm)

* MALCOM X, Arnold Adoff (1; lm)

MALTREATED CHILD, Vincent J. Fontana (1; lf)

* MAN ALONE: ALIENATION IN MODERN SOCIETY, Eric and Mary Josephson (1; lm)

* MAN AND TIME, John B. Priestly (1; lm)

* MAN OF LA MANCHA, Dale Wasserman and Joe Darion (1; lf)

* MARIGOLD FIELD, Diane Pearson (1; lf)

METHOD OF DOG TRAINING, William R. Koehler (1; lf)

THE MISSING CORPSE (1; lm)

MUSIC IN THE 20TH CENTURY, William Austin (1; lm)

MUSIC OF THE RENAISSANCE, Romain Goldron (1; lm)

* MY DARLING, MY HAMBURGER, Paul Zindel (1; lf)

* MYTH OF SISYPHUS AND OTHER ESSAYS, Albert Camus (1; lm)

* NARCISSUS AND GOLDMUND, Hermann Hesse (1; lm)

* 1984, George Orwell (1; lm)

* OF MICE AND MEN, John Steinbeck (1; lm)

* ONE FLEW OVER THE CUCKOO'S NEST, Ken Kesey (1; lm)

* THE ORDEAL OF CHANGE, Eric Hoffer (1; lm)

* THE OTHER, Tom Tryon (2; lm, lf)

* OUT OF THE SILENT PLANET, C. S. Lewis (1; lf)

* THE PASSIONS OF THE MIND, Irving Stone (1; lf)

PEOPLEMAKING, Virginia Satir (1; lf)

* PERELANDRA, C. S. Lewis (2; lm, lf)

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* PHENOMENON OF MAN, Pierre Teilhard De Chardin (1; 1m)

* POCKET BOOK OF OGDEN NASH, Ogden Nash (1; 1m)

THE POLITICAL PHILOSOPHERS, eds. Saxe Commins and Robert N. Linscott (1; 1m)

* PORTNOY'S COMPLAINT, Philip Roth (1; 1f)

PRESIDENTIAL PLOT, Stanley Johnson (1; 1m)

* THE PRESIDENT'S LADY, Irving Stone (1; 1m)

* PRINCE CASPAIN, C. S. Lewis (1; 1m)

* PSYCHO-CYBERNETICS, Maxwell Maltz (1; 1m)

* THE PSYCHOLOGY OF THE CHILD, Jean Piaget and Barbel Inhelder (1; 1m)

* REVOLT OF THE MASSES, Ortega y Gasset (1; 1m)

* THE RISE OF RED CHINA, Robert Goldston (1; 1m)

* THE ROBE, Lloyd C. Douglus (1; 1f)

* ROBERT F. KENNEDY, Charles P. Graves (1; 1m)

* ROSSHALDE, Hermann Hesse (1; 1m)

THE RUSSIAN REVOLUTION, Robert Goldston (1; 1m)

* SELECTED POEMS OF THOMAS MERTON, Thomas Merton (1; 1m)

* THE SENSE OF BEAUTY, George Santayana (1; 1m)

* A SEPARATE PEACE, John Knowles (1; 1m)

* SEVEN MINUTES, Irving Wallace (1; 1f)

* SEVEN STOREY MOUNTAIN, Thomas Merton (1; 1m)

* 1776, Peter Stone and Sherman Edwards (1; 1f)

* SIDDARTHA, Hermann Hesse (1; 1m)

* THE SILVER CHAIR, C. S. Lewis (1; 1m)

* SOMETIMES A GREAT NOTION, Ken Kesey (1; 1m)

* THE STORY OF LANGUAGE, Mario Pei (1; 1m)

* THE STRANGER, Albert Camus (1; 1m)

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* TEILHARD DE CHARDIN: THE MAN AND HIS MEANING, Henri DeLubac (1; 1m)

* TESS OF THE D'URBERVILLES, Thomas Hardy (1; 1f)

* THAT HIDEOUS STRENGTH, C. S. Lewis (1; 1f)

* TO BE A SLAVE, Julius Lester (1; 1m)

THE TRANSPARENT SELF, Sidney M. Jourard (1; 1m)

* THE TRUE BELIEVER, Eric Hoffer (1; 1m)

TWO PEOPLE (1; 1f)

* THE VOYAGE OF THE DAWN TREADER, C. S. Lewis (1; 1m)

* WALDEN II, B. F. Skinner (1; 1m)

* WALLACE, Marshall Frady (1; 1f)

* THE WAY IT SPOZED TO BE, James Herndon (1; 1m)

* WINNIE THE POOH, A. A. Milne (1; 1f)

* THE WORD, Irving Wallace (3; 1m, 2f)

* WOULD YOU BELIEVE LOVE?, Eliza McCormack (1; 1f)

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Section 6

Section six asked the students to indicate the one source from which they obtained most of the books they read. The wording was as follows: "Where did you get most of the books you read? (Check only one of the following)." Then possible sources were listed with a blank space beside each source for the respondents to check the source from which they obtained the most books. These possible sources were as follows:

Public Library_____
Other libraries_____
Book or other store_____
Book club, mail_____
Borrowed from friends or relatives_____
Gifts from friends or relatives_____
Own collection_____
Other (please specify)_____

During and after the administration of the questionaire, the students pointed out several ambiguities in this section. During the administration of the questionaire, one student asked what period of time was intended to be covered in answering this section and the next. The two sections were intended to cover only the period of time since Fall 1972, therefore this clarification was made for all the respondents. Since the questionaire was being asministered to college students who have access to college and university libraries, one of the listed possible sources should have been "college library." The listing or sequence of the listing of possible sources may or may

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not have biased the results. In designing this section the assumption was made that the students would be able to answer this question without a long period of time to think about their answer. This section and section seven were intended to cover only the books the students had read which were not a part of their coursework. Whether or not the students made this assumption after they had just completed section five where this clarification was made is not known.

The responses indicated that the largest source for most of the books read was "book or other store," which was checked by nine (39.1%) of the respondents. This was the one source indicated by the largest numbers of both males and females. This source was indicated by five (62.5%) of the males and four (26.7%) of the females. The second most frequently indicated sources for the females were "own collection" and "borrowed from friends or relatives," which were each listed by three females (20% for each). Only one male checked "own collection," and only one male checked "borrowed from friends or relatives." This might have some correlation with the responses pertaining to the sources of magazines read. In that section eleven (73.3%) females indicated that they obtained magazines from friends, whereas only three (37.5%) of the males indicated they obtained magazines from friends.

See the following table for the other responses to this section.

TABLE 18

SOURCE OF MOST OF BOOKS READ

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Source	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Public Library	--	--	2	13.3	2	8.7
Other Libraries	--	--	1	6.7	1	4.3
Book or Other Store	5	62.5	4	26.7	9	39.1
Book Club, Mail	--	--	1	6.7	1	4.3
Borrowed from Friends or Relatives	1	12.5	3	20	4	17.4
Gifts from Friends or Relatives	1	12.5	--	--	1	4.3
Own Collection	1	12.5	3	20	4	17.4
Not Applicable	--	--	1	6.7	1	4.3

Section 7

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Section seven asked the students to indicate all the sources from which they obtained the books they read. The wording was as follows: "Where did you get the books you read? Check all that apply." Then the same possible sources as in section six were listed with a blank space beside each source for the respondents to check all the sources from which they had obtained books. These possible sources were as follows:

Public Library_____
Other libraries_____
Book or other store_____
Book club, mail_____
Borrowed from friends or relatives_____
Gifts from friends or relatives_____
Own collection_____
Other (please specify)_____

The same ambiguities were discovered in section seven as were indicated in the discussion of section six. Possibly section seven should preceed section six on the questionaire. When looking at them on the questionaire, the logical sequence would appear to be to ask respondents to indicate all that apply first, then ask them to indicate the one source from which they obtain the largest number of books. One of the possible ambiguities not mentioned in the discussion of section six was where the students would indicate "college library" as a source of books. They should have indicated books from college libraries under the listing "other libraries," but some might have indicated

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books from college libraries under the listing "other libraries," but some might have indicated these books under the listing "public library." Both sections six and seven were intended to cover only the books the students had read since Fall 1972 which were not a part of their course-work.

The responses indicated that even though "book or other store" was the largest single source of books read, as revealed in section six, the respondents obtained their books from a wide variety of sources. Eight students (34.8%) indicated that they had obtained books from three different sources, and eight indicated that they had obtained books from four different sources. The numbers of sources indicated by the males ranged from two to six, and the numbers of sources indicated by the females ranged from zero to five. The number of sources indicated most frequently by the males was four, which was listed by three males (37.5%); and the number of sources indicated most frequently by the females was three, which was listed by six females (40%).

Tabulation of the responses indicated two sources, "book or other store" and "borrowed from friends or relatives," as being the sources which were most frequently indicated by the respondents. Sixteen students (69.6%) had indicated each category. The next leading source indicated was "own collection," which was indicated by fifteen students (65.2%). The two sources most frequently checked by the males were "book or other store" and

"borrowed from friends or relatives." The three sources incated most frequently by females were "book or other store," "borrowed from friends or relatives," and "own collection." None of the respondents listed sources other than the possible ones listed on the questionaire.

The following tables show the students' responses to section seven.

TABLE 19

NUMBER OF SOURCES OF ALL BOOKS READ

Number of Sources	Males (8)	Females (15)	Total (23)
0	---	1	1
1	---	1	1
2	1	1	2
3	2	6	8
4	3	5	8
5	1	1	2
6	1	---	1

TABLE 20

SOURCES OF ALL BOOKS READ

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Sources	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Public Library	2	25	7	46.7	9	39.1
Other Libraries	4	50	6	40	10	43.5
Book or Other Store	7	87.5	9	60	16	69.6
Book Club, Mail	--	--	3	20	3	13.04
Borrowed from Friends or Relatives	7	87.5	9	60	16	69.6
Gifts from Friends or Relatives	5	62.5	3	20	8	43.8
Own Collection	6	75	9	60	15	65.2
Not Applicable	--	--	1	6.7	1	4.3

Section 8

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Section eight was designed to explore the amounts of fiction and nonfiction which the students had read most frequently since Fall 1972. The first part of this section was worded as follows: "Since you enrolled as a student at Peabody last fall, which have you read most frequently, fiction or nonfiction?" The assumption was made that the students would be able to answer the question without much hesitation. There was no notation that this section was to be completed only by those who had read books since Fall 1972, because the assumption was made that all had read books. Also, no provision was made for students to indicate if they had not read one more than the other. Two students (both of them males) did indicate that they had not read one more than the other. The majority of the students (52.2%) indicated they had read more nonfiction than fiction, while 39.1% indicated they had read more fiction. The majority of both the males and the females indicated they read nonfiction more frequently than they read fiction.

Part two of section eight asked the students to indicate what percentage of their reading had been fiction and what percentage had been nonfiction. Blanks were left beside each question for the students' responses. How accurately the students were able to express the amounts of their fiction and nonfiction reading in percentages would be difficult to determine with any degree of accuracy,

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and in this study no attempt was made to check the accuracy.

For fiction the percentages ranged from "0" to "95%," with the most frequently reported percentages ranging from "20%" to "60%." Thirteen people gave responses within this range, with the most frequent responses at "20%" and "60%" (three responses at each). The range for the males was from "0" to "90%," with two males indicating "0," two indicating "20%," and two indicating "50%." The range for the females was from "5%" to "95%," with three females indicating "60%."

For nonfiction the percentages ranged from "0" to "100%," with the most frequently reported percentages ranging from "40%" to "80%." Thirteen people gave responses within this range, with the most frequent responses at "40%" and "80%" (three responses at each). The range for the males was from "10%" to "100%," with two males indicating "50%" and two indicating "80%." The range for the females was from "0" to "95%," with three females indicating "40%."

For a more complete report of student responses see the three tables which follow.

TABLE 21

SINCE FALL 1972, WHICH HAVE YOU READ MOST FREQUENTLY, FICTION OR NONFICTION?

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Types	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Fiction	2	25	7	46.7	9	39.1
Nonfiction	4	50	8	53.3	12	52.2
One not read more than the other	2	25	--	--	2	8.7

TABLE 22

WHAT PERCENTAGE OF YOUR READING HAS BEEN FICTION?

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Percentage of Fiction	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	2	25	---	---	2	8.7
5	---	---	1	6.7	1	4.3
10	---	---	1	6.7	1	4.3
20	2	25	1	6.7	3	13.04
25	---	---	2	13.3	2	8.7
30	---	---	2	13.3	2	8.7
40	---	---	1	6.7	1	4.3
50	2	25	---	---	2	8.7
60	---	---	3	20	3	13.04
70	---	---	1	6.7	1	4.3
75	1	12.5	---	---	1	4.3
80	---	---	2	13.3	2	8.7
90	1	12.5	---	---	1	4.3
95	---	---	1	6.7	1	4.3

TABLE 23

WHAT PERCENTAGE OF YOUR READING HAS BEEN NONFICTION?

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Percentage of Nonfiction	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	---	---	1	6.7	1	4.3
5	---	---	1	6.7	1	4.3
10	1	12.5	---	---	1	4.3
20	---	---	2	13.3	2	8.7
25	1	12.5	---	---	1	4.3
30	---	---	1	6.7	1	4.3
40	---	---	3	20	3	13.04
50	2	25	---	---	2	8.7
60	---	---	1	6.7	1	4.3
70	---	---	2	13.3	2	8.7
75	1	12.5	1	6.7	2	8.7
80	2	25	1	6.7	3	13.04
90	---	---	1	6.7	1	4.3
95	---	---	1	6.7	1	4.3
100	1	12.5	---	---	1	4.3

Section 9

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This section was designed to inquire into the types of fiction preferred by the respondents. The wording was as follows: "What types of fiction do you prefer: mystery, adventure, science fiction, romance, etc.? If you have no preference, indicate 'no preference.'" Here, as in sections three and four, the listing of possibilities for the respondents may have biased the results. The inclusion of the sentence "If you have no preference, indicate 'no preference,'" may have biased the results by offering the students an easy manner in which to answer the question without any decision-making. Eleven of the females (73.3%) and two of the males (25%) or 56.5% of all respondents indicated "no preference" in this section. Three males listed one fiction type and three females listed two fiction types.

The responses indicated eleven categories of fiction. These included the four mentioned as possibilities: mystery, adventure, science fiction, and romance. The other seven categories were existentialism, religious, historical novels, world literature, classics, best sellers, and "books that deal with life." One male gave a response in each of the categories except historical fiction, in which there were no male responses. Three females gave a response in the romance category, which received a greater number of responses than any other single category in the combined totals for males and

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females. See the following two tables for further data concerning responses to this section.

TABLE 24

TYPES OF FICTION PREFERRED

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Types of Fiction	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
No Preference	2	25	11	73.3	13	56.5
Science Fiction	1	12.5	2	13.3	3	13.04
Mystery	1	12.5	2	13.3	3	13.04
Romance	1	12.5	3	20	4	17.4
Existentialism	1	12.5	--	--	1	4.3
Religious	1	12.5	--	--	1	4.3
Historical Novels	--	--	1	6.7	1	4.3
Adventure	1	12.5	--	--	1	4.3
World Literature	1	12.5	--	--	1	4.3
Classics	1	12.5	--	--	1	4.3
Best Sellers	1	12.5	--	--	1	4.3
"Books that Deal with Life"	1	12.5	--	--	1	4.3

Section 10

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This section was designed to inquire into the types of nonfiction preferred by the students. The wording was as follows: "What types of nonfiction books do you read? (history, biography, how-to books, travel, other)." Again the listing of possibilities for the respondents may have biased the results. The sentence "If you have no preference, indicate 'no preference,'" was not included here, but since this section was similar in design to section nine, the students could easily infer that the option of responding with "no preference" was a possible answer. Only four of the respondents (17.4%) indicated "no preference" in this section. Five males listed two nonfiction types and six females listed one nonfiction type. In the combined totals of males and females there were eight persons listing one type and eight persons listing two types.

The respondents listed fifteen categories of nonfiction. These included three mentioned as possible responses: history, biography and how-to books, but did not include the travel category which was also mentioned as a possible response. The other categories listed were medical, psychology, philosophy, religious, education, political science, accounts of German POW camps, children and their problems, wilderness explorers in early days, careers, explanatory, and school books. The category listed by the largest number of males was biography, with

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three responses each. The category listed by the largest number of females was biography also, with seven (46.7%) responses. Next highest for the females was history, with five responses. In the combined totals for males and females biography ranked first with ten responses (43.5%), and history ranked second with seven responses (30.4%). The following two tables provide additional data concerning the nonfiction types listed by the students.

TABLE 25

TYPES OF NONFICTION READ

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Type of Nonfiction	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Medical	--	--	1	6.7	1	4.3
Psychology	2	25	1	6.7	3	13.04
Biography	3	37.5	7	46.7	10	43.5
History	2	25	5	33.3	7	30.4
Philosophy	2	23	--	--	2	8.7
Religious	1	12.5	--	--	1	4.3
Education	1	12.5	1	6.7	2	8.7
Political Science	--	--	1	6.7	1	4.3
Accounts of German POW Camps	--	--	1	6.7	1	4.3
Children and their Problems	--	--	1	6.7	1	4.3
Wilderness Explorers	--	--	1	6.7	1	4.3
How-to Books	--	--	1	6.7	1	4.3
Careers	--	--	1	6.7	1	4.3
Explanatory	--	--	1	6.7	1	4.3
School Books	--	--	1	6.7	1	4.3
No Specific Types	1	12.5	--	--	1	4.3
	1	12.5	3	20	4	17.4

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Section 11

This section asked the students "Which do you prefer, fiction or nonfiction?" The option of indicating no preference was not stated here, but one student did ask about this during the administration of the questionaire, and the class was verbally instructed that if they did not prefer one over the other to indicate "no preference." This "no preference" option may have biased the results, or possibly the eleven persons (47.8%) giving this response actually do not have a preference. Two males (25%) and four females (26.7%) indicated their preference for fiction, and the same numbers of males and females indicated their preference for nonfiction.

The second part of this section asked the students to indicate why they preferred one or the other. The reasons listed do not provide any great insights as to why some people prefer fiction or nonfiction, but they do provide some information about the students' attitudes about their reading.

Those who indicated a preference for fiction gave the following reasons for their preference:

> I like to be entertained when I read for enjoyment--nonfiction is for information.
>
> You can allow your imagination to run away with itself.
>
> I like the images it conjures up for me.
>
> I am lazy.

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Those who indicated a preference for nonfiction gave the following reasons for their preference:

> I like to read reality.
>
> Fiction at this point seems a waste of time.
>
> I don't have time to dream.
>
> I like to read about things that have really happened because sometimes I've experienced the same things.
>
> I require my reading to be factually rewarding.
>
> Because I like to learn more on my interests.

Those students who indicated "no preference" gave the following reasons:

> They have the chance to be equally as interesting, however, fiction usually spins a more complicated plot.
>
> Both good and depends on what I want.
>
> Both types can be interesting or dull.
>
> I prefer neither, but like both.

Nine students did not give reasons for their answers. Of those not giving reasons six were females who had indicated "no preference," one was a female who had indicated a preference for fiction, one was a male who had indicated "no preference," and one was a male who had indicated a preference for fiction.

See the following table for more data concerning section eleven.

TABLE 26

WHICH DO YOU PREFER, FICTION OR NONFICTION?

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Preference	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Fiction	2	25	4	26.7	6	26.08
Nonfiction	2	25	4	26.7	6	26.08
No Preference	4	50	7	46.7	11	47.8

Section 12

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Section twelve was designed to explore the time of day the students do most of their reading. The wording was "During what time of day do you think you do most of your reading?" Actually the two words "think you" could be eliminated as they may be distracting to the respondents. The section was designed with the intention of comparing the students' responses here with their responses on their activities log sheets to see if the students were able to realize during what time of day they read most.

Since no times of the day were provided on the questionaire, the students listed a variety of times. Some of these time categories may overlap. Four males (50%) and ten females (66.6%) listed "night" as the time they most frequently read. Two other persons listed time categories which apparently overlap. These are "evening" and "before bed." These persons listed the following reasons:

> I function better at night.
>
> Relaxation.
>
> Because this is the quietest time at my house.
>
> Because I feel like lying down and reading and it makes me get tired so I can go to sleep.
>
> I like to read before I go to sleep.
>
> Have more time on my own at night.
>
> Too sleepy to do anything else.

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No classes.

Before I go to sleep I like to read.

That is when I have free time.

I'm busy during the day.

Relax.

Because I have more spare time.

Most available free time.

It's the only time I don't have anything else to do.

One person who stated he did most of his reading at night did not list a reason, but he simply stated "I don't know." One student listed "late afternoon" and gave the following reason: "At the end of the day, I like to settle down and relax myself with a book." Another indicated "after classes" and gave the following rather ambiguous answer: "I am going to law school."

One male indicated the hours 8 A.M. to 12:00 noon and 2:00 A.M. to 4:00 A.M., and for his reason stated "Easier times to read."

One student indicated "no particular time" and gave the following reason: "There is no time of day I do most of my reading. If I have time in the day, I read in the day; if I have time in the morning, then I read in the morning. I never plan or know when I will or can read." Of the three people who did not list a reason two had indicated "no particular time" and one had indicated "all day."

The following table contains additional data.

TABLE 27

DURING WHAT TIME OF DAY DO YOU THINK YOU DO MOST OF YOUR READING?

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Times of Day	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
No Particular Time	--	--	3	20	3	13.04
Night	4	50	10	66.6	14	60.9
8-12 Noon and 2-4 A.M.	1	12.5	--	--	1	4.3
"All-Day"	1	12.5	--	--	1	4.3
Late Afternoon	--	--	1	6.7	1	4.3
After Classes	1	12.5	--	--	1	4.3
Evening	1	12.5	--	--	1	4.3
Before Bed	--	--	1	6.7	1	4.3

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Section 13

This section asked the students "Do you prefer hardback or paperback books?" Then asked them to indicate a reason for their preference. Since most of the book titles listed in section five were available in paperback editions, a reasonable hypothesis would be that students would have a great preference for paperbound books. This hypothesis proved to be only partially correct. Ten (43.5%) indicated a preference for paperback books, four (17.4%) indicated a preference for hardback books, and nine (39.1%) indicated "no preference."

Those students indicating a preference for paperback books gave the following reasons:

> Less expensive.
>
> They are not as big and they're not so hard to carry around.
>
> Easier to handle, don't worry about messing them up.
>
> Lighter--not expensive.
>
> Easier to carry.
>
> I can afford to buy them.
>
> More convenient in handling.
>
> They are cheaper.

Those students indicating a preference for hardback books gave the following reasons:

> Because they last longer, and I usually read a book twice.

I am a collector. Books are to be collected. Hardback books provide more color (literally and figuratively) and are more durable.

Because they are easier to read.

Easier to keep open and they last longer.

See the following table for further data concerning hardback and paperback preferences of the respondents.

TABLE 28

DO YOU PREFER HARDBACK OR PAPERBACK BOOKS?

Preference	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Hardback Books	2	25	2	13.3	4	17.4
Paperback Books	3	37.5	7	46.7	10	43.5
No Preference	3	37.5	6	40	9	39.1

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Section 14

Section fourteen concerned students' reading during the vacation periods of the 1972-1973 college year. The first part was worded as follows: "During the vacations this schoolyear have you done any reading outside course-work?" "No" and "yes" followed by blank spaces for the students to check were provided. In designing this section the assumption was made that students would be able to recall if they had done any outside reading during these times. All of the males and twelve (80%) of the females answered this question "yes." Only three females answered "no."

The second part of this section read as follows: "If 'yes,' please indicate the number of books read during these times:_____ and the titles if you can remember them. The numbers of books stated ranged from one to seven for the males and from one to "more than twenty" for the females. One male indicated "cannot remember," but the mean number for the other six males was 3.28 titles. The mean number for the females was 5.53 titles. The mean for both males and females was 4.82 titles.

Of those students who listed titles, the numbers of titles listed tended to be the same as the number of books they indicated having read during vacations. Twelve students listed the same number of titles as they indicated having read, while seven students listed a fewer number of titles. This tends to indicate that students can remember

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the titles of the books they read fairly accurately for at least a period of a few months.

The students listed forty-two different book titles as being read during vacations since Fall 1972. Only two titles were listed more than once. Of these titles twenty-two were listed by males and nineteen by females. Even though there were fewer males in the study 55% of the titles were reported by males, while 47.5% were reported by females. Since one title was listed by both one male and one female the two figures total more than 100%. The mean numbers of titles listed were 2.75 for the males and 1.53 for the females. Although no effort was made to obtain exact statistics concerning the publication dates for the titles listed, by looking over the list, one can tell that most of them were published in the 1960's and 1970's.

Of these forty titles listed twenty-five (62.5%) are fiction, thirteen (32.5%) are nonfiction, one (2.5%) is drama, and one (2.5%) is poetry. Males listed nine (22.5%) of the nonfiction titles, and females listed five (12.5%). Of the fiction titles males listed thirteen (32.5%), and females listed twelve (30%). The single drama and poetry titles were listed by females.

Two titles were listed by two different people. Franny and Zooey by J. D. Salinger was listed by two females, and Future Shock by Alvin Toffler was listed by one male and one female. The following tables and book list indicate students' responses to section fourteen.

TABLE 29

DURING THE VACATIONS OF THIS SCHOOLYEAR HAVE YOU DONE ANY READING OUTSIDE COURSEWORK?

Response	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
No	---	---	3	20	3	13.04
Yes	8	100	12	80	20	86.95

TABLE 30

NUMBER OF BOOKS READ DURING VACATIONS OF THIS SCHOOLYEAR

Books	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
1	1	12.5	4	26.7	5	21.7
2	3	37.5	2	13.3	5	21.7
3	1	12.5	--	--	1	4.3
4	--	--	--	--	--	--
5	--	--	1	6.7	1	4.3
6	1	12.5	--	--	1	4.3
7	1	12.5	--	--	1	4.3
8	--	--	--	--	--	--
9	--	--	1	6.7	1	4.3
10	--	--	1	6.7	1	4.3
15	--	--	1	6.7	1	4.3
16	--	--	1	6.7	1	4.3
20	--	--	1	6.7	1	4.3
Cannot Remember	1	12.5	--	--	1	4.3
None	--	--	3	20	3	13.04

TABLE 31

NUMBERS OF TITLES LISTED AS BEING READ DURING VACATIONS

Number	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	1	12.5	5	33.3	6	26.08
1	2	25	5	33.3	7	30.4
2	2	25	2	13.3	4	17.4
3	1	12.5	1	6.7	2	8.7
4	--	--	--	--	--	--
5	--	--	1	6.7	1	4.3
6	1	12.5	1	6.7	2	8.7
7	1	12.5	--	--	1	4.3

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LIST OF BOOKS READ DURING VACATIONS

OF THE 1972-1973 COLLEGE YEAR,

LISTED ON IN-CLASS QUESTIONAIRE

* THE AFRICAN PAST: CHRONICLES FROM ANTIQUITY TO MODERN TIMES, Basil Davidson (1; 1m)

ALL MY FRIENDS ARE GOING TO BE STRANGERS, Larry McMurty (1; 1m)

* BIRDS OF AMERICA, Mary McCarthy (1; 1m)

BOB DYLAN, Anthony Scaduto (1; 1m)

* BORED OF THE RINGS, OR TOLKIEN REVISITED, Harvard Lampoon (1; 1m)

* CEREBRAL PALSY, Daniel Boone (1; 1f)

CONNECTICUTT POETS (1; 1f)

* THE CRYSTAL CAVE, Mary Stewart (1; 1f)

* THE DAY OF THE JACKAL, Frederick Forsyth (1; 1m)

* A DEATH IN THE FAMILY, James Agee (1; 1m)

* DELIVERANCE, James Dickey (1; 1f)

* DEMIAN, Hermann Hesse (1; 1m)

* FLOWERS FOR ALGERNON, Daniel Keyes (1; 1f)

* FRANNY AND ZOOEY, J. D. Salinger (2; 2f)

* FUTURE SHOCK, Alvin Toffler (2; 1m, 1f)

* THE GODFATHER, Mario Puzo (1; 1f)

* THE HORSE AND HIS BOY, C. S. Lewis (1; 1m)

* I NEVER PROMISED YOU A ROSE GARDEN, Hannah Green (1; 1f)

* THE LAST BATTLE, C. S. Lewis (1; 1m)

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* LATE GREAT PLANET EARTH, Hal Lindsey (1; lf)

* LENNON REMEMBERS: THE ROLLING STONE INTERVIEWS, Rolling Stone Editors (1; lf)

* THE LION, THE WITCH AND THE WARDROBE, C. S. Lewis (1; lm)

LITTLE ANGEL AND OTHER STORIES, Leonid N. Andreyev (1; lf)

* LOOK HOMEWARD ANGEL, Thomas Wolfe (1; lf)

* THE MAGICIAN'S NEPHEW, C. S. Lewis (1; lm)

* MARIGOLD FIELD, Diane Pearson (1; lf)

METHOD OF DOG TRAINING, William R. Koehler (1; lf)

* 1776, Peter Stone and Sherman Edwards (1; lf)

* THE OTHER, Tom Tryon (1; lf)

* PRINCE CASPAIN, C. S. Lewis (1; lm)

* THE PSYCHOLOGY OF THE CHILD, Jean Piaget and Barbel Inhelder (1; lm)

* A SEPARATE PEACE, John Knowles (1; lm)

* THE SILVER CHAIR, C. S. Lewis (1; lm)

* SOMETIMES A GREAT NOTION, Ken Kesey (1; lm)

* TO BE A SLAVE, Julius Lester (1; lm)

THE TRANSPARENT SELF, Sidney M. Jourard (1; lm)

* THE VOYAGE OF THE DAWN TREADER, C. S. Lewis (1; lm)

* WALDEN II, B. F. Skinner (1; lm)

* WINNIE THE POOH, A. A. Milne (1; lf)

* WOULD YOU BELIEVE LOVE?, Eliza McCormack (1; lf)

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Section 15

This section asked "About how many books do you own, counting paperbacks?" This was followed by eleven number ranges beginning with "Under 50" and going up to "1,000 or Over." The purpose of including this on the in-class questionaire was to see how accurately the students were able to estimate the number of books they own. On the take-home portion of the questionaire the students were asked to examine their books at home or in their dormitory rooms and again indicate how many books they owned.

The in-class responses ranged from "Under 50" to the "1,000 or Over." The largest numbers of people estimated the numbers of books owned to be in the "Under 50" category (six, or 26.08%) and the "200-249" category (five, or 21.7%). See the following table for more complete data.

TABLE 32

PRELIMINARY ESTIMATE OF NUMBER OF BOOKS OWNED

Number of Books	Males(8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Under 50	1	12.5	5	33.3	6	26.08
50-74	2	25	1	6.7	3	13.04
75-99	--	--	2	13.3	2	8.7
100-149	1	12.5	1	6.7	2	8.7
150-199	--	--	1	6.7	1	4.3
200-249	2	25	3	20	5	21.7
250-299	1	12.5	1	6.7	2	8.7
300-349	--	--	--	--	--	--
350-499	--	--	--	--	--	--
500-999	1	12.5	--	--	1	4.3
1000 or Over	--	--	1	6.7	1	4.3

Take-Home Section of Questionaire

The take-home section of the questionaire was designed for two purposes: (1) to give the students an opportunity to list the titles of books they had read but could not remember in class; and (2) to give the students a chance to revise the number of books they said they owned after examining (where possible) their collections.

On the take-home section the students listed forty additional titles. Thirty (75%) of these were fiction and ten (25%) were nonfiction. Twenty-eight of the additional fiction titles were listed by females and only two additional ones were listed by males. Nine of the additional nonfiction titles were listed by females and only one additional one was listed by a male. These data would tend to indicate that females were more likely to forget both fiction and nonfiction titles than the males. Eleven persons (47.8%) did not list any additional titles. Of those listing additional titles the range varied from one to nine, with the largest number of respondents (five, or 21.7%) listing one additional title.

The other portion of the take-home section asked the students to "look around your home and estimate as accurately as possible the number of books you own." The responses did not differ from their original estimates as greatly as was expected. Sixteen (69.6%) responses did not indicate any change in the number of books they owned, five (21.7%) indicated more books than first indicated, and

only two responses indicated fewer books than first indicated. These data would tend to indicate that the students were able to estimate fairly accurately the numbers of books they own.

See the following tables and book list for more complete data concerning the students' responses to the take-home section.

TABLE 33

NUMBER OF ADDITIONAL TITLES LISTED ON TAKE-HOME SHEET

Number of Titles	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
0	5	62.5	6	40	11	47.8
1	3	37.5	2	13.3	5	21.7
2	--	--	1	6.7	1	4.3
3	--	--	2	13.3	3	8.7
4	--	--	--	--	--	--
5	--	--	1	6.7	1	4.3
6	--	--	1	6.7	1	4.3
7	--	--	--	--	--	--
8	--	--	1	6.7	1	4.3
9	--	--	1	6.7	1	4.3

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LIST OF ADDITIONAL BOOKS READ
DURING THE 1972-1973 COLLEGE YEAR,
LISTED ON TAKE-HOME SHEET OF QUESTIONAIRE

* ANGEL UNAWARE, Dale Evans Rogers (1; lf)
* THE ART SPIRIT, Robert Henri (1;lf)
* THE BAD SEED, William March (1; lf)
* BLACK BOY, Richard Wright (1; lf)
  THE CHILD WHO NEVER GREW, Pearl S. Buck (1; lf)
* CHRISTY, Catherine Marshall (1; lf)
* CONFESSIONS OF NAT TURNER, William Styron (1; lf)
* DIBS IN SEARCH OF SELF, Virginia M. Axline (1; lf)
* ELECTRIC KOOL AID ACID TEST, Tom Wolfe (1; lf)
* GINNY: A TRUE STORY, Mary Carson (1; lf)
* GREAT EXPECTATIONS, Charles Dickens (1; lf)
* HERE AND HEREAFTER, Ruth Montgomery (1; lf)
* HIROSHIMA, John Hersey (1; lf)
* I NEVER PROMISED YOU A ROSE GARDEN, Hannah Green (1; lf)
* IF THEY COME IN THE MORNING, Angela Davis (1; lf)
* IN THIS SIGN, Joanne Greenberg (1; lf)
* THE IVY TREE, Mary Stewart (1; lf)
* JONATHAN LIVINGSTON SEAGULL, Richard S. Bach (1; lf)
* JUBILEE, Margaret Walker (1; lm)
  KITTEN (1; lf)

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LAFCADIO, THE LION WHO SHOT BACK, Shel Silverstein (1; lf)

* THE LAND OF OZ, Frank Baum (1; lf)

* LETTERS TO KAREN, Charlie W. Shedd (1; lf)

* 1984, George Orwell (1; lf)

* 1973 WORLD ALMANAC (1; lf)

* OF MICE AND MEN, John Steinbeck (1; lf)

* PATCH OF BLUE, Elizabeth Kata (1; lf)

THE PROPHET, Kahlil Gibran (1; lf)

* READINGS IN AMERICAN ART SINCE 1900, Barbara Rose (1; lf)

* RED BADGE OF COURAGE, Stephen Crane (1; lf)

* THE ROBE, Lloyd C. Douglus (1; lf)

RUN AWAY LITTLE GIRL, Marilyn M. Segal (1; lf)

* SANDY, Dayton O. Hyde (1; lf)

* A SEAPCH FOR THE TRUTH, Ruth Montgomery (1; lf)

* THE STORY OF ROCK, Carl Belz (1; lf)

TWO FROM GALILEE, Marjorie Holmes (1; lf)

* UNCLE TOM'S CABIN, Harriet B. Stowe (1; lf)

* UP THE DOWN STAIRCASE, Bel Kaufman (1; lm)

* THE WIT AND WISDOM OF ARCHIE BUNKER (1; lm)

* WUTHERING HEIGHTS, Charlotte Bronte (1; lf)

TABLE 34

COMPARISON OF PRELIMINARY AND REVISED ESTIMATES OF NUMBER OF BOOKS OWNED

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Response	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
More Books than First Indicated	1	12.5	4	26.7	5	21.7
Fewer Books than First Indicated	1	12.5	1	6.7	2	8.7
No Change in Number of Books	6	75	10	66.6	16	69.6

TABLE 35

REVISED ESTIMATE OF NUMBER OF BOOKS OWNED

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Number of Books	Males (8)		Females (15)		Total (23)	
	Number	Percent	Number	Percent	Number	Percent
Under 50	1	12.5	4	26.7	5	21.7
50-74	2	25	2	13.3	4	17.4
75-99	--	--	2	13.3	2	8.7
100-149	--	--	--	--	--	--
150-199	--	--	2	13.3	2	8.7
200-249	3	37.5	--	--	3	13.04
250-299	--	--	3	20	3	13.04
300-349	--	--	1	6.7	1	4.3
350-499	1	12.5	--	--	1	4.3
500-599	1	12.5	--	--	1	4.3
1000 or Over	--	--	1	6.7	1	4.3

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CHAPTER II

RESULTS OF STUDENT ACTIVITIES LOG SHEETS

This chapter reports the results of the student activities log portion of the study. On April 4, 1973 a copy of the "Instructions for Student Activities Survey Participants" and fourteen copies of the "Activities Log Sheet" were distributed to nineteen students who volunteered for this portion of the study. The following day the same set of materials was supplied to another student who had assured me that he could remember accurately the information pertaining to April 4 which was requested for the "Activities Log Sheets." Twenty students participated in this portion of the study.

The verbal instructions to the class were essentially the same as those contained in the "Instructions for Student Activities Survey Participants." There were several questions about which activities to record and how to record them. Several passages in the instruction sheets were found to require revision due primarily to ambiguities and lack of sufficient instructional information. These points were clarified through additional verbal instructions. The students were encouraged to ask about any matters they did not understand.

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The students were instructed to read the instruction sheets and complete the "Activities Log Sheet" for April 4, 1973 from 6:00 A.M. to 1:00 P.M. This was planned in order to give the participants an opportunity to raise any questions they might have after they started completing the log sheets. These questions were answered, and the students took their log sheets with them after the instructor inspected them to insure the students were completing them properly.

The study began at 6:00 A.M. on Wednesday, April 4, 1973 and ended at 6:00 A.M. on Wednesday, April 18, 1973. To encourage the regular completion of the log sheets, the students were asked to return their completed sheets at the Monday, Wednesday, and Friday classmeetings. Nearly all the completed sheets were truned in regularly. However a few were turned in late because some students were occasionally absent and some forgot to bring the sheets to class.

The students were advised that even though they had been selected to participate in this study, their participation was voluntary and would not affect their grades in any manner. They were also informed that the information they provided would be kept in the strictest confidence, and that when their responses were tabulated, their names would not be used in analyzing or recording the data.

During the two-week period the students were asked

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to record their participation in the following activities:

1. watching television
2. going to movies
3. listening to radio
4. listening to record player
5. listening to tape player
6. reading newspapers
   a. specify name of newspaper
   b. sections read
7. reading journals or magazines
   a. specify title
   b. portions or articles read
8. other reading
   a. give title
   b. type of work
9. classwork not involving reading (such as drawing, math problems, etc.

The participants were instructed to leave the spaces blank for the times they were not engaged in any of the above activities. They were not to record time engaged in activities such as attending classes, sleeping, eating and working. If they were participating in two or more of the activities at the same time or during the same half-hour interval, they were to list all these activities in the spaces provided. Verbally they were instructed to use the back side of the sheets to record their activities if there was not enough space provided.

The students were advised to make the entries of their activities on their log sheets as soon after they occurred as was convenient. This might have necessitated their carrying the sheets with them in their notebooks. Without asking the students there was no way of determining how frequently they made entries on their sheets. Also, there is no way of determining the accuracy of the

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entries; however, the importance of their accuracy was stressed in the oral instructions to the group.

The respondents were instructed to record the date and their names at the top of each of the Activities Log Sheets in the spaces provided. Times of the day were listed down the left side of the sheets. These times ran from 6:00 A.M. one day to 6:00 A.M. the following day. The date recorded at the top of the sheet was to be the date of the day on which the time period included on that sheet began, not the date on which the time period included on the sheet ended. This may have been confusing to some students. One possible way to correct this confusion would be to instruct the students on the instruction sheets to include both dates on each sheet. For example, the date for the first sheet of the study might read "April 4-5, 1973," rather than "April 4, 1973."

At the top of the sheet were two columns marked "Coursework": "Yes" or "No." The students were asked to check the appropriate space pertaining to each activity entered on the sheets. If the activity was in conjunction with their coursework they were to indicate "Yes" and if it were not in conjunction with their coursework they were to indicate "No."

One of the questions raised was whether to include music practice as coursework or non-coursework. The decision was made to include such practice as coursework if the students were taking music lessons or class instruction

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in music which required practice.

In spite of the instructions not to list activities other than those indicated in the instruction sheets, some students persisted in listing time spent performing such activities as attending classes, eating, working, and sleeping. When these types of entries were discovered on the sheets those students were advised that those types of entries were not necessary and they did not list them in the future. Such entries were not recorded.

Two types of activities were reported that were not listed on the instruction sheet but which should have been. These were attendance at recitals and play performances. If the instruction sheet were to be revised these would be included among the list of activities to be recorded. Since these two activities were not listed on the instruction sheet, they were not included in the following tables unless they were indicated as being for coursework.

The participants' entries on the Activities Log Sheets were extracted and the results are reported in the following tables. There are two tables for each type of activity. One table indicates the number of hours the students reported engaging in each activity for the two-week period. The other table indicates the number of hours the student reported engaging in each activity on each of the days of the week included in the study. On this second type of chart the hours for the same day from both weeks of the study are added together. For example, the number of

hours the students reported reading newspapers on Wednesday, April 4 and Wednesday, April 11 are added together and incated under the listing for "Wednesday" on the table entitled "Hours Spent Reading Periodicals During Two-Week Period." These figures were combined in order to determine on what days of the week students spent differing amounts of time, if any, engaged in the various activities.

TABLE 36

RECREATIONAL MEDIA PREFERENCES DURING TWO-WEEK PERIOD

Types	Males (7)		Females (13)		Total (20)	
	No. of Hours	Mean Hours	No. of Hours	Mean Hours	No. of Hours	Mean Hours
Printed Media	26	3.71	57	4.38	83	4.15
Non-Printed Media	148	21.14	388	29.85	536	26.8

TABLE 37

TYPES OF RECREATIONAL READING DURING TWO-WEEK PERIOD

Types	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
Fiction	1	14.28	3	23.08	4	20
Nonfiction	3	42.86	3	23.08	6	30
Drama	1	14.28	1	7.69	2	10
Periodical	3	42.86	9	69.23	12	60
Newspaper	3	42.86	7	53.85	10	50
Miscellaneous	--	--	3	23.08	3	15

TABLE 38

TIME SPENT READING PERIODICALS DURING TWO-WEEK PERIOD

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	4	57.14	3	23.08	7	37
Less than 1	1	14.28	4	30.77	5	25
1-1.75	1	14.28	5	38.46	6	30
2-2.75	---	---	1	7.69	1	5
3-4.75	---	---	---	---	---	--
5	1	14.28	---	---	1	5

TABLE 39

HOURS SPENT READING PERIODICALS DURING TWO-WEEK PERIOD

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	3.5	.5	1	.08	4.5	.22
Tuesday	---	---	---	---	---	---
Wednesday	.5	.07	1.75	.13	2.25	.11
Thursday	---	---	2.5	.19	2.5	.12
Friday	1	.14	2	.15	3	.15
Saturday	.5	.07	1	.08	1.5	.07
Sunday	.5	.07	1	.08	1.5	.07

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 40

TIME SPENT READING NEWSPAPERS DURING TWO-WEEK PERIOD

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	4	57.14	6	46.15	10	50
Less than 1	1	14.28	1	7.69	2	10
1-1.75	1	14.28	1	7.69	2	10
2-2.75	---	---	2	15.38	2	10
3-3.75	---	---	1	7.69	1	5
4-4.75	1	14.28	---	---	1	5
5-6.75	---	---	---	---	---	--
7-7.75	---	---	1	7.69	1	5
8-8.75	---	---	---	---	---	--
9-9.75	---	---	1	7.69	1	5

TABLE 41

HOURS SPENT READING NEWSPAPERS DURING TWO-WEEK PERIOD

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Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	---	---	4	.31	4	.2
Tuesday	3	.43	4	.31	7	.35
Wednesday	2.5	.36	4.5	.35	7	.35
Thursday	3	.43	2.75	.21	5.75	.29
Friday	---	---	2.5	.2	2.5	.12
Saturday	---	---	2	.15	2	.1
Sunday	2	.28	4	.31	6	.3

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 42

TIME SPENT READING DURING TWO-WEEK PERIOD

(COURSEWORK, NEWSPAPERS AND PERIODICALS EXCLUDED)

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	2	28.57	6	46.15	8	40
1-1.75	1	14.28	2	15.38	3	15
2-2.75	1	14.28	2	15.38	3	15
3-3.75	2	28.57	1	7.69	3	15
4-4.75	---	---	---	---	---	--
5-5.75	1	14.28	1	7.69	2	10
6-6.75	---	---	1	7.69	1	5

TABLE 43

HOURS SPENT READING DURING TWO-WEEK PERIOD

(COURSEWORK, PERIODICALS AND NEWSPAPERS EXCLUDED)

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	2.5	.35	2	.15	4.5	.22
Tuesday	1.5	.21	2.5	.19	4	.2
Wednesday	2.5	.36	3.5	.27	6	.3
Thursday	.5	.07	3.5	.27	4	.2
Friday	4.5	.64	5	.38	9.5	.47
Saturday	---	---	1.5	.11	1.5	.07
Sunday	---	---	1	.08	1	.05

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday April 9 and Monday, April 16.

TABLE 44

TIME SPENT READING FOR COURSEWORK DURING TWO-WEEK PERIOD

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
Less than 5	---	---	3	23.08	3	15
5-9	2	28.57	1	7.69	3	15
10-14	1	14.28	2	15.38	3	15
15-19	1	14.28	2	15.38	3	15
20-29	2	28.57	1	7.69	3	15
30-39	---	---	4	30.77	4	20
40-50	1	14.28	---	---	1	5

TABLE 45

READING FOR COURSEWORK DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	18	2.57	36.5	2.81	54.5	2.72
Tuesday	11.5	1.64	37.5	2.88	49	2.45
Wednesday	14.5	2.07	35.5	2.73	50	2.5
Thursday	12	1.71	37	2.85	49	2.45
Friday	9	1.29	19	1.23	28	1.4
Saturday	25	3.57	23	1.77	48	2.4
Sunday	32	4.57	35.25	2.71	67.25	3.36

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 46

TIME SPENT IN COURSEWORK OTHER THAN READING

DURING TWO-WEEK PERIOD

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Hours	Males (7)		Females (13)		Totals (20)	
	Number	Percent	Number	Percent	Number	Percent
Less than 5	4	57.14	1	7.69	5	25
5-9	---	---	2	15.38	2	10
10-14	---	---	2	15.38	2	10
15-19	1	14.28	---	---	1	5
20-24	---	---	2	15.38	2	10
25-29	---	---	2	15.38	2	10
30-39	1	14.28	2	15.38	3	15
40-49	---	---	---	---	---	--
50-52	1	14.28	2	15.38	3	15

TABLE 47

HOURS SPENT IN COURSEWORK OTHER THAN READING

DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	19.5	2.78	51.75	3.98	71.25	3.6
Tuesday	24	3.43	49	3.75	73	3.65
Wednesday	25	3.57	66.75	5.13	91.75	4.59
Thursday	13.25	1.89	54	4.15	67.25	3.36
Friday	2	.28	25.25	1.94	27.25	1.36
Saturday	5.5	.78	28.5	2.19	34	1.8
Sunday	12.75	1.82	32	2.46	44.75	2.24

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 48

HOURS SPENT IN COURSEWORK OTHER THAN READING DURING TWO-WEEK PERIOD

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Specific Coursework	Males (7)		Females (13)		Total (20)	
	No. of Hours	Mean Hours	No. of Hours	Mean Hours	No. of Hours	Mean Hours
Miscellaneous	19	2.71	114.5	8.81	133.5	6.67
Study	15	2.14	37	2.85	52	2.6
Writing	1.5	.07	1	.08	2.5	.12
Listening to Records	4	.59	--	--	4	.2
Listening to Tapes	3	.43	27.5	1.11	30.5	1.52
Research	--	--	9	.69	9	.45
Special Education Projects	--	--	5.5	.42	5.5	.27
Mathematics	2	.29	--	--	2	.1
Physical Education Practice	3.25	.46	2.5	.19	5.75	.29
Recitals	77	11	16.5	1.27	93.5	4.67
Music Practice	--	--	43.25	3.33	43.25	2.16
Art Work						

TABLE 49

TIME SPENT LISTENING TO RADIO DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	2	28.57	1	7.69	3	15
1-4.75	1	14.28	2	15.38	3	15
5-9.75	1	14.28	2	15.38	3	15
10-19.75	1	14.28	5	38.46	6	30
20-29.75	---	---	1	7.69	1	5
30-39.75	1	14.28	1	7.69	2	10
40-51	1	14.28	1	7.69	2	10

TABLE 50

HOURS SPENT LISTENING TO RADIO DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	8	1.1/4	32	2.69	40	2
Tuesday	9	1.29	26.5	2.0/4	35.5	1.77
Wednesday	8.5	1.2	26.5	2.0/4	35	1.75
Thursday	16.5	2.36	21.75	1.67	38.25	1.91
Friday	10	1.43	26.5	2.0/4	36.5	1.82
Saturday	33.5	4.78	33	2.5/4	66.5	3.32
Sunday	31.5	4.5	2/4	1.85	55.5	2.77

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 51

TIME SPENT WATCHING TELEVISION DURING TWO-WEEK PERIOD

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Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	3	42.86	2	15.38	5	25
Less Than 1	1	14.28	1	7.69	2	10
1-2.75	2	28.57	2	15.38	4	20
3-5.75	1	14.28	3	23.08	4	20
6-9.75	---	---	1	7.69	1	5
10-19.75	---	---	1	7.69	1	5
20-29.75	---	---	2	15.38	2	10
30-39.75	---	---	1	7.69	1	5

TABLE 52

HOURS SPENT WATCHING TELEVISION DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	---	---	16	1.23	16	.8
Tuesday	1.5	.21	17	1.31	18.5	.92
Wednesday	2	.28	18	1.38	20	1
Thursday	.5	.07	16	1.23	16.5	.82
Friday	---	---	22.5	1.73	22.5	1.12
Saturday	1.5	.21	27.5	2.11	29	1.45
Sunday	5	.71	11.25	.85	16.25	.81

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 53

TIME SPENT LISTENING TO RECORDS DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	3	42.86	2	15.38	5	25
1-3.75	2	28.57	4	30.77	6	30
4-7.75	2	28.57	3	23.08	5	25
8-12.75	---	---	2	15.38	2	10
13-15.75	---	---	2	15.38	2	10

TABLE 54

HOURS SPENT LISTENING TO RECORDS DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	1	.14	7.5	.58	8.5	.42
Tuesday	---	---	3	.23	3	.10
Wednesday	4.5	.64	6	.46	10.5	.52
Thursday	2.5	.35	13.5	1.04	16	.8
Friday	7	1	11	.85	18	.9
Saturday	1	.14	11.25	.86	12.25	.61
Sunday	---	---	18.5	1.42	18.5	.92

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 55

TIME SPENT LISTENING TO TAPE PLAYERS DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	5	71.23	9	69.23	14	70
1-1.75	2	28.57	2	15.38	4	20
2-2.75	---	---	2	15.38	2	10

TABLE 56

HOURS SPENT LISTENING TO TAPE PLAYERS DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	---	---	---	---	---	---
Tuesday	---	---	.5	.04	.5	.02
Wednesday	1	.14	.5	.04	1.5	.07
Thursday	1	.14	1	.08	2	.1
Friday	---	---	.5	.04	.5	.02
Saturday	---	---	---	---	---	---
Sunday	1	.14	4.5	.35	5.5	.27

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

TABLE 57

TIME SPENT ATTENDING MOVIES DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Hours	Males (7)		Females (13)		Total (20)	
	Number	Percent	Number	Percent	Number	Percent
0	6	85.71	10	76.92	16	80
2	1	14.28	2	15.38	3	15
4	---	---	1	7.69	1	5

TABLE 58

HOURS SPENT ATTENDING MOVIES DURING TWO-WEEK PERIOD

BEST COPY AVAILABLE

Days*	Males (7)		Females (13)		Total (20)	
	Number of Hours	Mean Hours	Number of Hours	Mean Hours	Number of Hours	Mean Hours
Monday	---	---	2	.15	2	.1
Tuesday	---	---	---	---	---	---
Wednesday	---	---	---	---	---	---
Thursday	---	---	---	---	---	---
Friday	---	---	2	.15	2	.1
Saturday	2	.28	---	---	2	.1
Sunday	---	---	4	.31	4	.2

*Each day listed here represents the same two days of each of the two weeks in the study. For example "Monday" indicates the total hours for Monday, April 9 and Monday, April 16.

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CONCLUSIONS

This independent research project achieved the goals for which it was intended. The effectiveness of the two instruments to determine the reading and media preferences of college freshmen was tested; and the reading and media preferences of a group of students enrolled in Freshman English (English 101B) at George Peabody College for Teachers during the Spring Semester of 1973 were determined. The preferences of the students have been presented in Chapters I and II, but some concluding statements about the effectiveness of the instruments need to be made.

The problems encountered within the various parts of each of the instruments have been discussed in the preceeding chapters in great detail, but no statements about the general overall effectiveness of the instruments have been mentioned. The biases and ambiguities in the wording of some questionaire items and some of the directions for completion of the two instruments tended to be the chief problems within the sections of the instruments.

In comparing the effectiveness of the two instruments in general, the student activities log sheets proved to be more effective and have fewer problems than the survey of reading interests questionaire. More was learned

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about the students' actual uses of their time and their reading and media preferences than was learned from the results of the questionaires. On the whole, the data obtained from the log sheets would appear to be more reliable than the data obtained from the questionaires; however there is no easy method of proving the reliability of either instrument.

The major problem with the questionaire was that it attempted to elicit too much information about too many different areas of reading interests. Many of the sections asked the students for very subjective information which the students might not be able to supply. These sections should be eliminated in any revised version of the questionaire. Also, the instrument could be used more effectively if it concentrated on a single aspect of the wide area of reading interests. For example if a teacher wanted to concentrate on book reading interests, he could use sections five through eleven after making the corrections mentioned in the discussions of these sections in Chapter I.

The two instruments proved a valuable learning experience for the students who participated in this study. The questionaires and activities logs helped the students to obtain an objective view of their actual reading and media preferences and stimulated them to think about their reading and media encounters more seriously than they probably had done in the past.

Even though any generalizations drawn from the data may not prove to be true for a wider sampling of college freshmen, this study was successful in testing the two instruments used to obtain the data. The instruments have great potential in assisting a teacher to obtain information about the reading and media preferences of his students if the scope of the instruments are narrowed to focus on only one aspect of the wide area of reading and media preferences.

APPENDICES

APPENDIX A

SURVEY OF READING INTERESTS OF STUDENTS ENROLLED IN FRESHMAN ENGLISH 101B, GEORGE PEABODY COLLEGE FOR TEACHERS, SPRING 1973

SURVEY OF READING INTERESTS

OF STUDENTS ENROLLED IN FRESHMAN ENGLISH 101B,

GEORGE PEABODY COLLEGE FOR TEACHERS, SPRING 1973

NAME: _____ _____

AGE: _____

SEX: _____

MAJOR: _____

MINOR: _____

PROFESSIONAL GOALS: _____

_____

YEAR IN COLLEGE: _____

DATE: _____

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Please answer the following questions as accurately as possible, writing your responses in the spaces provided. If you need additional space, use the back of the sheet. If you have any questions about answering the following items, please consult the instructor.

1. Do you read magazines regularly at the present time? (Include all journals and periodicals)
   No_____ Yes_____
   If "yes" please list them:

   _____ _____

   _____ _____

   _____ _____

2. Do you subscribe to any magazines at the present time? (Include publications you receive as a result of being a member of any clubs or organizations)
   No_____ Yes_____
   If "yes" please list them:

   _____ _____

   _____ _____

   _____ _____

3. Do you subscribe to all the periodicals you read?
   No_____ Yes_____
   If "no" where do you obtain them to read? (libraby, newsstand, home, friends, etc.)_____

   _____

4. Do you read newspapers?
   No_____ Yes_____
   If "yes", how many do you read during a typical week?_____
   Where do you obtain them to read? (Delivery boy, mail subscription, newsstand, home, friend, etc.)_____

   _____

5. Have you read any book, hard cover or paperback, since school started in Fall, 1972? (This excludes books read as a part of your courses.) If you've started but not finished a book, that counts too.
   No_____ Yes_____
   If "yes" how many books have you read?
   1___ 2-5___ 6-10___ 11-20___ More than 20___
   List as many of the titles and authors as you can remember. If you can't recall some titles specifically, identify the types of books for those you cannot recall, for example, "five mystery books").

   _____ _____

   _____ _____

_____ _____

_____ _____

_____ _____

6. Where did you get most of the books you read? (Check only one of the following):
   Public Library_____
   Other libraries_____
   Book or other store_____
   Book club, mail_____
   Borrowed from friends or relatives_____
   Gifts from friends or relatives_____
   Own collection_____
   Other (please specify):_____

7. Where did you get the books you read? Check all that apply:
   Public Library_____
   Other libraries_____
   Book or other store_____
   Book club, mail_____
   Borrowed from friends or relatives_____
   Gifts from friends or relatives_____
   Own collection_____
   Other (please specify):_____

8. Since you enrolled as a student at Peabody last fall, which have you read most frequently, fiction or non-fiction?_____
   _____

   What percentage of your reading has been fiction?_____
   What percentage has been non-fiction?_____

9. What types of fiction do you prefer: mystery, adventure, science fiction, romance, etc? If you have no preference, indicate "no preference."_____

10. What types of non-fiction books do you read? (history, biography, how-to books, travel, other)_____
    _____

11. Which do you prefer, fiction or non-fiction?_____
    Why?_____

12. During what time of day do you think you do most of your reading?_____ Why?_____
    _____

13. Do you prefer hardback or paperback books?_____
    Why?_____
    _____

14. During the vacations this schoolyear have you done any reading outside coursework?
    No_____ Yes_____

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If "yes", please indicate the number of books read during these times:_____ and the titles if you can remember them:

_____ _____

_____ _____

_____ _____

15. About how many books do you own, counting paperbacks?

Under 50	50-74	75-99	100-149	150-199	200-249	250-299	300-349	350-499	500-999	1,000 or over

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NAME: _____ DATE: _____

During the next few days you will probably recall reading some books you didn't list in class. So, would you please take this sheet with you and during the coming week list all the books you have read but forgot to list. Looking at your book shelf and talking about your reading with family and/or friends will help you remember. We are trying to see how many and what kind of books tend to be forgotten. If there are no additions, state "no additions."

Could you also look around your home and estimate as accurately as possible the number of books you own? We are also trying to see how well people can guess the number of their books. If you live in a dormitory, include your books at home and in your dormitory room.

Under 50	50-74	75-99	100-149	150-199	200-249	250-299	300-349	350-499	500-999	1,000 or over

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please return this sheet next Wednesday, April 11, 1973.

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APPENDIX B

INSTRUCTIONS FOR STUDENT ACTIVITIES SURVEY PARTICIPANTS AND ACTIVITIES LOG SHEET

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INSTRUCTIONS FOR STUDENT ACTIVITIES SURVEY PARTICIPANTS

You have been selected to participate in a study of certain daily out-of-class activities of students at Peabody College. The purpose of the study is to provide an accurate account of certain activities Peabody students engage in when they are not in the classroom.

As a participant you are being asked to complete a daily Activities Log Sheet as a record of selected out-of-class activities. The instructions for the completion of these log sheets are given below, but if you have any questions about the instructions or completion of the log sheets, please ask. All information which you provide will be kept in the strictest confidence. When your entries are tabulated your name will not be used in analyzing or recording the data.

During the next two weeks we would like you to record these selected out-of-class activities on the Activities Log Sheets provided. You are to complete one sheet for each day. Please print all entries of your activities as soon after they occur as is convenient for you. This might mean that you would need to carry the sheets with you in your notebooks.

Record the date and your name at the top of each sheet in the spaces provided. Down the left side of the sheets you will see times listed by one-half hour intervals from 6:00 A.M. of one day to 6:00 A.M. of the next day. Next you will see at the top of the page two columns marked "Course": "Yes" or "No". If the activity you are performing during each half hour interval is a part of your classwork, check the appropriate space in the column under "Yes" next to the time column. If the activity you are performing is not related to your classwork, check the appropriate space in the column under "No" next to the time column.

In the spaces provided in the activity column, record your participation in only the following types of activities:

1. watching television
2. going to movies
3. listening to radio
4. listening to record player
5. listening to tape player
6. reading newspapers
   a. specify name of newspaper
   b. sections you read
7. reading journals or magazines
   a. specify title
   b. portions or articles you read
8. other reading
   a. give title
   b. type of work (e.g. novel, play, psychology textbook)
9. classwork not involving reading (such as drawing, math problems, etc.)

Leave the spaces blank for the times you are not engaged in

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any of the above activities.

Do not record any activities other than those listed above. For example you would not list time engaged in activities such as attending classes, sleeping, eating, working, etc. If you have any questions regarding which activities to be recorded, don't hesitate to ask. You may be doing two (or more) of the above at the same time or during the same half-hour interval. If so, please list all these activities in the space provided.

Your completed Activities Log Sheets are to be turned in every Monday, Wednesday and Friday, beginning Friday, April 6. For instance on Friday, April 6 you will turn in the sheets for Wednesday, April 4 and Thursday, April 5. You would not turn in the sheet for Friday, April 6 since the sheet lists times up to 6:00 A.M. on Saturday, April 7.

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ACTIVITIES LOG SHEET

DATE _____ NAME _____

TIME	COURSEWORK YES	COURSEWORK NO	
6-6:30 A.M.			
6:30-7 A.M.			
7-7:30 A.M.			
7:30-8 A.M.			
8-8:30 A.M.			
8:30-9 A.M.			
9-9:30 A.M.			
9:30-10 A.M.			
10-10:30 A.M.			
10:30-11 A.M.			
11-11:30 A.M.			
11:30-12 A.M.			
12-12:30 P.M.			
12:30-1 P.M.			
1-1:30 P.M.			
1:30-2 P.M.			
2-2:30 P.M.			
2:30-3 P.M.			
3-3:30 P.M.			
3:30-4 P.M.			
4-4:30 P.M.			
4:30-5 P.M.			
5-5:30 P.M.			
5:30-6 P.M.			
6-6:30 P.M.			
6:30-7 P.M.			
7-7:30 P.M.			
7:30-8 P.M.			
8-8:30 P.M.			
8:30-9 P.M.			
9-9:30 P.M.			
9:30-10 P.M.			
10-10:30 P.M.			
10:30-11 P.M.			
11-11:30 P.M.			
11:30-Midnight			
12-12:30 A.M.			
12:30-1 A.M.			
1-1:30 A.M.			
1:30-2 A.M.			
2-2:30 A.M.			
2:30-3 A.M.			
3-3:30 A.M.			
3:30-4 A.M.			
4-4:30 A.M.			
4:30-5 A.M.			
5-5:30 A.M.			
5:30-6 A.M.			

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LIST OF WORKS CONSULTED

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